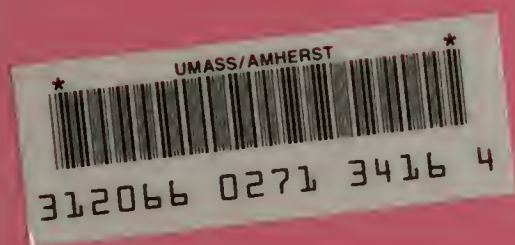


MASS. ED 36.2: F 73



FOLLOW-UP EVALUATION REPORT
ON
VOCATIONAL-TECHNICAL PROGRAMS
IN
BOSTON

AUGUST 1990

Department of Education
Division of Occupational Education
1385 Hancock Street
Quincy, MA 02169

903/204

MASSACHUSETTS BOARD OF EDUCATION

Mr. James F. Crain, Gloucester, Chairperson
Dr. Raquel Bauman, Holden, Vice President
Mr. John J. Gould, Boston
Mr. William K. Irwin, Jr., Wilmington
Mr. Joseph E. Killory, Sandwich
Dr. Anne S. Larkin, Bedford
Dr. Richard R. Rowe, Belmont
Mr. Jonathon D. Silverman, Worcester
Ms. Theodora A. Sylvester, Springfield
Mrs. Frances M. Turner, South Egremont
Dr. Joan Wallace-Benjamin, Boston
Mr. Frederick A. Wang, Needham

Commissioner of Education Harold Raynolds, Jr., Secretary

Chancellor of the Board of Regents of High Education
Randolph W. Bromery, Ex Officio

The Division of Occupational Education

Dr. David F. Cronin, Associate Commissioner

Elaine Cadigan, Bureau Director
Bureau of Program Services

Therese Alston, Education Specialist
Bureau of Program Services

Janice Snaith, Secretary
Bureau of Program Services

Massachusetts Department of Education: An Equal Opportunity Agency
1385 Hancock Street
Quincy, MA 02169

TABLE OF CONTENTS

EXECUTIVE SUMMARY	
INTRODUCTION. . . . .	.1
ADMINISTRATION...	2
FACILITIES.	4
ADMISSIONS.	5
METHODS OF INSTRUCTION.	7
VOCATIONAL ASSESSMENT AND GUIDANCE.	9
JOB PLACEMENT SERVICES. . . . .	.11
SPECIAL EDUCATION SERVICES. . . . .	.13
SERVICES FOR BILINGUAL AND LEP STUDENTS . . . . .	.15
STUDENT SURVEY RESPONSES. . . . .	.17
HEALTH/CHILD CARE CLUSTER . . . . .	.21
BUSINESS CLUSTER. . . . .	.22
GRAPHICS CLUSTER. . . . .	.23
COMMERCIAL MALL CLUSTER . . . . .	.25
AUTOMOTIVE/METAL FABRICATION CLUSTER. . . . .	.29
CONSTRUCTION CLUSTER. . . . .	.32
WEST ROXBURY HIGH AGRIBUSINESS PROGRAM. . . . .	.36
DORCHESTER HIGH DISTRIBUTIVE EDUCATION PROGRAM. . . . .	.37
CONCLUSION. . . . .	.38

ATTACHMENTS

- ATTACHMENT A - PROGRAM ENROLLMENTS BY PROGRAM/CLUSTER
- ATTACHMENT B - STUDENT SURVEY QUESTIONNAIRE
- ATTACHMENT C - PROGRAM ENROLLMENTS BY NEED
- ATTACHMENT D - CLASS OF 1989 JOB PLACEMENT RATES
- ATTACHMENT E - EVALUATION TEAM MEMBERS

FOLLOW UP EVALUATION REPORT

BOSTON VOCATIONAL-TECHNICAL PROGRAMS

EXECUTIVE SUMMARY

The Board of Education is scheduled to review the findings and recommendations of the follow-up evaluation of Chapter 74 vocational technical programs in the Boston Public Schools at its August, 1990 meeting. All of the programs were previously placed on probation until June 30, 1990 by the State Board at its March, 1989 meeting. At that time only 10 of 30 programs were found to be in compliance.

This follow-up evaluation was conducted in March, 1990 and was designed to assess the status of all programs, and particularly those previously adjudged as problematic.

The findings of this recent follow-up evaluation indicate that significant progress was made with regard to improved safety and equipment maintenance.

Curriculum implementation across programs, staff inservice and training on equity and curriculum issues, and the implementation of an effective job placement system are areas which still require significant improvements.

The coordination of special education services has improved while the coordination of bilingual services has not improved. Staff training and inservice in both of these areas are also still needed.

A preliminary review indicates that the Health, Business and Commercial Mall Clusters have made more significant efforts to improve or maintain high standards and expectations for programs and students than the Automotive/Metals and Construction Clusters. The Graphics Cluster has been reduced to two programs and is under the direction of an Assistant Headmaster. The status of each program, particularly in the areas of enrollments, curriculum, student follow-up and placement is reflective of the management and coordination within each cluster or the lack thereof.

The middle school exploratory program continues to be an effective recruitment process, as exemplified by an increased number of applicants this year. However, a system for reporting accurate enrollment and attendance data is still not in place. The cost coding system for the end of the year pupil and financial reports has not been updated to report actual costs rather than projected costs.

Some logistical difficulties arose in order to institutionalize vocational technical education components such as the week on/week off schedule and related instruction. The elimination of the ninth grade exploratory would be a future problem with the promulgation of the amended vocational technical regulations, which would require at least one semester of 9th grade exploration.

Distinctive management continues to be problematic with regard to accountability, responsibility and authority for the administration and supervision of the city's vocational technical programs. The school's organizational structure must be reassessed. Vocational technical education is still not a priority within the high school zone with or by the Boston School Committee.

With regard to individual program approval status, the Carpentry Program is not approvable and the Electrical, Plumbing, Heating-Ventilation-Air Conditioning, Drafting, Building Maintenance, Electronics and Automotive programs are in partial compliance. While the remaining twenty-two programs are approvable, there are some curricular concerns which must be addressed.

While 70% or 22 programs are now approvable compared to 33% or 10 programs last year, these results leave us with mixed feelings of optimism and frustration. In some areas the report is a testament to the dedication and perserverance of some faculty and students but it is also reflective of administrative indifference and buck-passing.

It is recommended, therefore that the probationary status for the entire vocational-technical education system in Boston not be removed until all of the problems and particularly the distinctive management and curriculum implementation issues are resolved.

INTRODUCTION

This report contains the findings of a follow-up review which was conducted to assess the status of previously identified problems in Boston's vocational-technical programs.

The results of a comprehensive evaluation conducted over a year ago in December 1988 indicated that only 10 of 30 programs met Chapter 74 approval requirements. As a result of these previous findings, the entire vocational-technical education system in Boston was placed on probation by the State Board of Education in March 1989 until June 30, 1990.

Boston Public Schools was required to submit an Action Plan with specific timelines to address the numerous problems identified in the evaluation report and to take concrete actions to remedy these problems prior to June 30, 1990. After many deliberations, a final action plan was submitted by Boston Public Schools to the Department of Education in September 1989.

In March of 1990, a team of twenty five external peer evaluators participated in a follow up evaluation of thirty vocational technical programs in Boston. The evaluation was conducted over a four day period and was chaired by Therese Alston, an Educational Specialist in the Department of Education, Division of Occupational Education.

Evaluators reported significant improvement in most programs with regard to some of the previously identified problem areas. The facility was found to be safe and clean with most equipment in operational condition.

While improvements are noted with regard to safety and equipment, previous problems pertaining to curriculum implementation, equity, bilingual services and staff inservice have not been adequately addressed.

Concerns with regard to the management structure, reporting lines and decision making at the school building level are still unresolved.

At the conclusion of the four day follow-up evaluation, an exit meeting was held with the Headmaster, Director and Deputy Superintendent of Curriculum to discuss the preliminary findings.

Since that time, additional documentation was requested and information was verified to ensure that the findings in this report are accurate and complete.

ADMINISTRATION

Lines of responsibility and authority between the Headmaster and the Director of Occupational Education remain unclear. The proposed position of Director of Occupational Education/Headmaster has been developed but does not appear to be practical, as the duties for this dual role are excessive. One solution to this problem might be to elevate the position of Director of Occupational Education to Deputy Superintendent level. This would resolve and clarify lines of communication to subordinates, as well as provide direct reporting lines to the Superintendent.

The end-of-year report preparation is the responsibility of the Deputy Superintendent of Planning and Business Affairs. This function, as well as cost-effectiveness studies, personnel cost and enrollments, appears to be removed from the responsibility of the Madison Park/Humphrey School administration. The cost coding system for the end of the year pupil and financial reports has not been updated to report actual costs rather than projected costs. No attendance report by vocational department was available from the school registrar and the budget process continues to exclude instructional staff. An updated equipment inventory is maintained.

While there has been some improvement in the written verification of professional improvement activities over last year, some are still poorly documented. Documentation should contain specifics such as number of hours and work assignments including equipment and techniques used. Industry courses, workshops and conferences should state the topics covered and total time exclusive of meals and travel time. The documentation did not always show the time period for which a course was to be credited. Sixty hours of professional improvement activities are required every two years.

Some activities were not acceptable such as personal hobbies and correspondence courses. If taking a course for professional improvement, individuals must receive college credit from an accredited institution to be acceptable. Teachers cannot receive professional improvement credit for teaching at a different institution. There is no real learning for the teacher involved, although he or she might have to prepare lesson plans for a more or less sophisticated student population than the one normally taught.

There is no evidence of prior approval of professional improvement activities by the Director or Headmaster. This is required to insure that the activities selected meet the needs of both the individual or his or her program, and of the school. If there are questions as to the appropriateness of any particular activity, prior approval must also be obtained from the Division of Occupational Education. The intent of professional improvement is to update the individual's expertise. For example, before advanced equipment and new operating procedures can be introduced to the curriculum, the incumbent and new instructional staff must have had an opportunity to become knowledgeable of them. Without the administrative direction, for professional improvement activities, this vital orientation might not take place.

The General Advisory Committee, and particularly its chairperson, exhibits participation in advising the Director of Occupational Education. Considerable time is being devoted to addressing the issue of administrative structure. Attention should also be given to membership representation. To improve membership representation, evening, in lieu of day, meetings should be held biannually or quarterly, but not monthly. While attendance of a school committee member is commendable, the school committee failed to meet with the general advisory committee, as required by Chapter 74 regulations.

The single thrust of vocational-technical education at the Madison Park/Humphrey School complex was negatively compromised with the addition of 150 middle school students at the beginning of this school year. Issues of safety, liability and space were serious concerns for this younger population.

Programs that were closed this year due to declining enrollments or for cost effectiveness were: Upholstery, Photography and Health Aide. Illustration Advertising and Commercial Design were merged into one program, Commercial Art. The Radio and TV Production program, which was previously part of the Graphics cluster, is listed as part of the Health cluster this year. The Electronics Program was moved from the Metal Fabrication cluster to the Construction cluster. The rationale for these program cluster changes was not provided and does not appear to be educationally sound.

Even though this school has attracted the largest number of student applicants (2,577), it will be receiving more than its share of administrative staff reductions (Seven out of twenty city-wide high school cuts, or 35%), when compared to other high schools. Ten academic teachers have already been cut for FY 91 when the availability of academic classes was already problematic this year. These teacher reductions are based on a teacher/student ratio of 30/1 while the recommended vocational program student ratio is 20/1. In light of the merged school's new mission as a vocational technical school, the organizational structure and particularly the role of Assistant Headmasters, Cluster Administrators and citywide administrative staff should be reassessed to reflect the new goal more appropriately and effectively.

Increased student input in decision making and planning has not happened this year. Assemblies need to be held with students regarding program changes and policies. While some instructors are enthusiastic and supportive of vocational student organization activities, there is a lack of administrative support for necessary fundraising activities.

An internal monitoring system was in place this year to review safety and sanitation periodically in laboratories and to insure that program advisory committees met. The internal system for monitoring the implementation of curriculum and equity concerns needs strengthening.

FACILITIES

Last year, several facility problems were identified which hindered effective teaching and learning. In many cases, these problems were also safety violations.

Right to Know Laws have been posted in the appropriate programs. Fire extinguishers, safety blankets and first aid kits have also been provided. Fire exits are marked and accessible. Updated building and fire inspection certificates were issued in the fall of 1989.

Doors and wall partitions have been installed in the electronics program area, to separate classrooms as recommended, and the electrical floor outlets have been removed.

The installation of a down draft spray booth in the auto body program will occur next year with federal vocational technical education funds. The heating system has not been repaired in this program. Extremely poor shop temperature is a deterrent to student participation and attendance.

The need for air conditioning in the radio and tv production studio is still needed as well as improved ventilation in the sheet metal program. The unused gas welding stations in the welding program have not been removed, as previously recommended.

ADMISSIONS: (RECRUITMENT, EQUITY, RETENTION)

The Admissions policy was recently updated and submitted for Department of Education review. Admissions into the school continues to be determined by the Department of Implementation, which assigns students to schools based on racial percentages, as required by the Federal Desegregation Orders. The new promotional policy and cooperative placement policy should be referenced in the Admissions Policy. The current student enrollment in 30 vocational technical programs is reported to be 1187. (See Attachment A)

Growing interest in vocational technical education and in Madison Park/ORC in particular is evident in the large number of applications for this school in Spring 1990 for Fall 1990. The number of White applicants remains very low. Efforts are needed to attract additional white applicants.

The assignment booklet, which is the primary informational material for parents and students, does not adequately describe vocational programs. The Agribusiness and Horticulture programs at West Roxbury High School were not described in this booklet. The agribusiness program will no longer be a citywide magnet program; therefore, students must be recruited from within the limits of the high school. No new 9th graders are being assigned for September, 1990.

Grade 9 program selection sheets were used by the school to assign students to skills training programs this year since the 9th grade exploratory phase was dropped. Records of this assignment process were incomplete. All recruitment and program assignment information must be adequately maintained for a minimum of five years, as required for Admissions Plan approval.

While exploratory has been an effective recruitment tool, the 4 day middle school exploratory program does not allow students to explore all program areas. During exploratory phase, extra efforts should be made to acquaint students with the benefits of all programs, including non-traditional and those with a severe underenrollment, and to recruit them into such programs. See attachment A for current program enrollments.

The building was originally designed to accommodate 3,000 students. The capacity, based on staffing, has been 1,500 for the past few years. The capacity seating number is not limited to only vocational students but includes music and bilingual students as well. It has not yet been determined how many of the 2,577 (1st, 2nd and 3rd choice) student applicants will be assigned to Madison Park in the fall/90.

Previous reports indicated problems with regards to racism and sexism. An equity in-service for staff was provided by the Efficacy Center in May, 1989. At the time of this evaluation, additional equity in-service training had not taken place. An in-depth equity assessment within the school needs to be conducted. A locally funded staff person for Chapter 622, the state law which prohibits discrimination in public schools, must be identified. All staff must be made aware of their responsibility for ensuring equity in the classrooms, shops, curriculum and particularly in their expectations of students, and unless every effort is made to retain students in programs, recruitment efforts are in vain.

Upon completion of this follow-up evaluation in March 1990, Department staff stressed the need for an immediate response to this problem and extended the equity grant period through September 30, 1990 to facilitate staff training.

The vocational administration needs to provide training which is critically needed for staff on equity and attitudinal change. Until these acute issues are addressed, vocational technical education in Boston will remain inaccessible to the students of the city of Boston.

METHODS OF INSTRUCTION, CURRICULUM AND ACADEMIC COORDINATION WITH VOCATIONAL PROGRAMS

Week on/week off schedule was instituted this school year. The 9th grade exploratory program, which was conducted for several years, was discontinued and a middle school component (6-8) was implemented. All of these changes took place this school year without appropriate planning.

As a result, students in grades 9-12 are clustered together in programs. Such clustering of students poses a disadvantage for students as well as instructors and particularly in programs where the student teacher ratio exceeds 20 to 1, i.e., cosmetology, child care, food services. The lack of a fully implemented and updated competency-based vocational technical education curriculum further exacerbates this clustering problem.

Student survey responses indicated that because some freshmen and sophomores were very dissatisfied with scheduling, clustering and unavailability of academic courses, they do not plan to continue their education at Madison Park. Some students do not fully understand the new promotional policy for vocational technical students and think that the week on/week off schedule will prevent them from meeting academic requirements. The promotional policy does not state that students must "take and pass" related instruction which is provided in most programs for eight periods during academic week.

Academic teachers working with vocational teachers developed task lists in math, reading and science based on shop task listings. Increased coordination is needed between and among vocational and academic teachers to integrate the curriculum and to structure and reinforce related instruction.

While some inservice workshops for faculty did include school business relevant to scheduling, curriculum, etc., specific training on curriculum updating and implementation for teachers and particularly new teachers has not taken place.

The construction and metal fabrication clusters were previously identified as problematic in the area of curriculum implementation. Curriculum is still problematic in these two clusters. Staff in these clusters were not provided with Competency Based Vocational Education curriculum inservice. An updated curriculum and resources were not made available to teachers at the beginning of the school year. Program advisory committees for these two clusters are not broad enough to contribute adequately to curriculum updating. In addition, most instructors in these clusters do not participate in statewide professional development activities.

In many cases, related instructors do not have the Competency Based Vocational Education curriculum to appropriately correlate instruction and develop related task lists. It appears that task lists were reviewed in all programs and some were updated. However, new corresponding learning guides were not developed and some instructors did not understand and/or have performance standards or objectives. Most learning guides were written several years ago and have not been updated. While instructors presented copies of curriculum to evaluators, evidence of its use in all programs was not provided. A sample of student folders and progress charts did not reflect sequential or completed tasks representative of seven months or more of instructional time,

particularly in the construction cluster.

Competency reports are periodically completed for all students twice a year. Very few curriculum materials have been translated for limited English proficient students. In many cases, resources identified were not available for student use. The school should seriously consider adopting the model Competency Based Vocational Education curriculum already developed in Massachusetts rather than attempting to make current existing outdated learning guides and curricula.

VOCATIONAL ASSESSMENT AND GUIDANCE

The Assistant Headmaster of support services has implemented the major changes that were recommended. This has resulted in improved team efforts and a positive attitudinal climate among the staff.

The vocational assessment specialist should be commended for her tremendous efforts and success in expanding the awareness and use of the vocational assessment center. Documentation of coordinated efforts with counselors, teachers and cluster administrators from the Business, Health and Commercial Mall clusters was provided. Follow up correspondence to parents indicate that a well developed system is in place for the assessment and follow up of 9th grade students. A bilingual assessment specialist and two bilingual aides were hired, as recommended, this year through a Federal Vocational Perkins Grant. The addition of this staff has facilitated the testing of bilingual students and the translation of assessment materials. As of the date of the evaluation visits, 212 ninth graders had been assessed. Through Perkins funding, Compute-A-Match and Ideal Systems were installed to provide a comprehensive technical and academic assessment of all vocational technical students.

Requests for assessment equipment repairs were made. However, at the time of the evaluation, six of seven apticom computers and only three of seven computer printers were operational.

Other student support activities initiated by the assessment specialist and coordinated with guidance counselors include motivational workshops for students in grades 8-12 to enhance self image, self awareness and personal motivation.

A computer was installed, as recommended, in the guidance area which provides immediate access to information on individual student attendance, program changes, and academic progress. The G.I.S. (Guidance Information System) is also operational. Clerical assistance is still needed.

Counselors indicated that they meet with and follow up on students who have chronic attendance and tardiness problems. Letters and warning notices are mailed to parents. Students do not have free periods or study periods in their schedules. However, counselors schedule uninterrupted time with students when needed. The mornings are set aside for individual counseling while the afternoons are used for shop visits and group work. A positive interaction between vocational counselors and students was observed.

The division of caseloads is no longer confusing. Each counselor is assigned a cluster of programs and will remain as the counselor for those clusters for four years. Ninth graders are assigned to two of the four vocational counselors. Three of the vocational counselors received lay off notices for FY'91. These positions as well as the support services coordinator position which was also eliminated have been and are crucial in meeting the needs of the many severely at-risk students at this school. These positions should be immediately reinstated.

There were problems with students' schedules this year due to the unavailability of academic classes, teacher layoffs, the change to week on/week off and the addition of a middle school program. All student schedules are completed by hand by the counselors. Scheduling should be computerized and should be handled by the Registrar. Given the limited number of academic instructors, the school's enrollment was over capacity this year.

JOB PLACEMENT SERVICES

The job development and placement office, under the leadership of the student support services assistant headmaster has made serious efforts to respond to problems identified in the previous evaluation report. All support staff, including job development specialists received training on how to use the computer for student data and follow up. They now have direct access to an IBM computer terminal. At the recommendation of the external evaluator, a data base on companies and alumni is being developed.

A policy for cooperative placement has been developed which outlines eligibility criteria for students. An article describing the work of two cooperative students was highlighted in the school newsletter. The cooperative policy criteria should be described in the school newsletter and student handbook.

The related placement rate for the graduates of 1989 was 60%. This represents an increase of about 9% over the previous year's related placement rate which was 51.3%. However, the graduating class of 1989 (132 students) was significantly lower than the graduating class of 1988 (228 students). See attachment D for 1989 placement rates. School faculty were given the responsibility to assist placement specialists with job development and employment contacts. The Data Processing and Financial Services (banking) programs actively utilize advisory committee members for assistance with job placement.

The change to the week on/week off schedule may improve the cooperative placement rate. Documentation provided indicates that 45 students are currently working at cooperative placement sites. Efforts are made to place bilingual students in areas where their bilingual skills can be utilized. Job site visit reports are now kept on file, and employer's Workmen's Compensation numbers are included on the Cooperative Agreement Forms.

It was reported that pre-employment readiness workshops are conducted by placement specialists prior to students working. However, documentation of those workshops was not provided. Feedback by students on survey forms indicated that they were not adequately provided with information on discrimination, sexual harrassment, or worker rights. Students could also benefit from workshops on interpersonal and cross-cultural communication. More efforts should be made in this area. Placement and other support services staff should utilize the wealth of career education, guidance and job placement resources available through the citywide career education coordinator.

Since follow-up data on employed graduates for past years has been unavailable from Boston, the success rate of employed graduates and particularly for those employed in related fields is unknown. A four year follow-up plan was finally developed this year. It is, therefore, incumbent upon school staff and administrators to equip students (beginning in grades 9 and 10) with as many survival skills as possible, perhaps through small or large group assemblies as requested by students.

It is also incumbent upon school administrators to highlight positive student accomplishments actively and to employ more successful black role models from whom urban youth can learn. Placement services should be more directly linked with community based organizations, in-school alternative programs, and other student support services. It is anticipated that the recently developed federal partnership, initiated through the Department of Health and Human Services, will greatly assist in this endeavor by providing outstanding opportunities for students to become familiar with federal employment opportunities within several hundred occupational specialties.

In order for job placement services to be implemented successfully as recommended in this and previous reports, it is mandatory that assessment, guidance, placement and follow-up activities continue to be coordinated by a full time administrator.

SPECIAL EDUCATION SERVICES

The number and large percentage of special education students in vocational programs, which was reported as approximately 50%, was a concern in the previous monitoring report. Of even greater concern was the school's inability to coordinate and provide follow-up support services adequately for these students, some of whom received academic and/or other services from sending schools.

This year 499, or 35% of the school's vocational enrollment, is reported as special needs. The number of sending schools has been reduced from 15 schools to five schools (Horace Mann, Dorchester, J.E. Burke, Brighton and Hyde Park). One hundred twenty four (124) or 24% of the special education students are from sending schools while the majority, or 375 attend Madison park full-time. Applications and IEP's (Individualized Education Plans) for students entering SNAP (Special Needs Assessment Program) are sent early enough so that teachers know by June which students will be attending. Regular education teachers and vocational teachers are also notified of the availability of IEP's. While the Special Needs Assessment Program is only for 9th graders because of its assessment and evaluative purpose, the support services provided by SNAP should be replicated for all mainstreamed special needs students to insure the full implementation of their IEPs.

Follow up of mainstreamed students (grades 10-12) was previously cited as problematic. The school is addressing this problem in several ways. Weekly meetings are held in the Special Needs Assessment Program to discuss student concerns. The apticom assessments are used as counseling aids and are included in Special Needs Assessment Program student folders which follow them. All mainstreamed students have teacher liaisons either in vocational or academic program areas who monitor their progress. The largest number of mainstreamed students are enrolled in automotive repair (46), carpentry (27), food service (21) and cosmetology (17). Five paraprofessionals assist students in the shop areas.

Two special education job coaches were hired through a Perkins grant this year. These positions have been extended through the summer to provide additional support to students in their transition to the world of work. Twenty four (24) students have been placed thus far. The special education vocational counselor, who was also hired through a Perkins grant for a second year, works closely with other support staff and develops her caseload from reviewing student records and through on-going staff referrals. This counselor has provided extensive crisis intervention and support to students having difficulty adjusting. A time out room has not been designated as recommended. Disruptive students are sent to the Special Needs Assessment Program coordinator. Expanded efforts to increase student exposure to positive black male role models was recommended. One of the newly hired job coaches is a black male.

A special education representative is now a member of the general advisory committee, as recommended, and a student representative has also been identified.

Adequate services for hearing and visually impaired students were previously identified as lacking. One full-time specialist is now on staff to serve the six (6) hearing impaired students. This person's time is adjusted to meet the needs of these students and she periodically visits their sending school (Horace Mann) to coordinate services. A shop teacher in the graphic arts printing program is attuned to the needs and limitations of the one visually impaired student enrolled in the school.

An update on special education was included as an inservice agenda item for school staff on January 24, 1990 and information on prototypes, services, student characteristics and assessment was provided. This presentation was limited to twenty minutes. Ongoing and more indepth information and training for staff is needed, particularly for non-special education staff (academic and vocational teachers).

Previous monitoring indicated that additional computers and electrical wall outlets were needed in a Special Needs Assessment Program classroom. The program has since acquired one additional computer. Special Needs Assessment Program students also have access to the school's new computer lab three times a week. Although a requisition has been submitted, there is still a need for additional electrical outlets in the Special Needs Assessment Program classroom.

SERVICES FOR BILINGUAL AND LIMITED ENGLISH

PROFICIENT (L.E.P.) STUDENTS

Improved coordination of all services for bilingual and limited English proficient students, training for non-bilingual staff, and the translation of curriculum, assessment and recruitment materials were some of the primary concerns in this area.

Prior to the end of last school year, planning began to develop a committee that would review the existing (1983) bilingual policy and the current organizational structure for staff who provide services to these students. To date, a draft of final plans indicating how bilingual services would be coordinated to ensure an effective delivery system has not been provided. A revised bilingual policy for vocational students specifying the teaching and learning models as recommended in the Unified Plan has also not been provided.

The bilingual vocational coordinator who initiated and supported many excellent and innovative materials and strategies resigned suddenly in the middle of this school year. While this position has not been readvertised, it is critical to the effective delivery of services and to program continuity. However, the job description must be reviewed and adapted to emphasize clearer lines of authority within the new organizational structure at the school. The responsibility for bilingual vocational services and for the supervision of bilingual staff (including paraprofessionals) is shared by the Assistant Headmaster of vocational programs and administrators in various program areas. If adequate services are to be provided, especially given the dropout rate of Hispanic students, implementation and evaluation of these services are an absolute necessity.

Documentation indicated that a ten hour inservice training program through Roxbury Community College on sensitivity awareness of bilingual students was planned last spring, 89. The training was to be attended voluntarily with paid stipends by twenty-eight (28) staff members representative of academic, special education, discipline, and some vocational program areas (Business and Health). Information on whether staff participated and/or completed training was not provided. Documentation of efforts or plans to provide future training not only on sensitivity issues but in other relevant areas to better meet the needs of bilingual and limited English proficient students was not provided. Boston's action plan indicated that by February, 1990, all vocational staff would receive orientation sessions on bilingual academic programs, bilingual vocational services, LAU categories and steps, cultural awareness and interpretation of the Apticom Assessment System. This has not happened.

Vocational guidance services continue to be provided by one full-time Hispanic counselor who serves over 160 students, 65% of whom are also Hispanic. This counselor has had tremendous success in increasing parent involvement and student participation, particularly through clubs and other cultural events.

A recruitment video in Spanish was developed by students. More efforts to increase the bilingual community's awareness of the merits of vocational technical education are needed. Non-vocational bilingual staff also need increased awareness in order to appropriately support students. Translations of parent notices, assessment test results and other information is ongoing. However, the translation of curriculum materials (Competency Based Vocational Education learning guides) and safety instruction has been very limited.

A bilingual assessment specialist was hired this year through a Federal Vocational Perkins Grant to assist in vocationally assessing and following up on bilingual students. To date, 139 bilingual students have been assessed. A system for follow up with the bilingual counselor, students and parents is in place. All translated materials should be reviewed for accuracy and appropriateness before leaving the Perkins Vocational Assessment Center.

There are currently six paraprofessionals: 2 Hispanic, 2 Cape Verdean, 1 Haitian and 1 Vietnamese. A process for teachers and other staff to request the assistance of paraprofessionals is in place but the effectiveness of the process has not been evaluated. However, paraprofessionals are assigned to specific areas such as academic programs, assessment centers, and vocational technical programs and shops. There are 105 Hispanic bilingual students in vocational technical programs and only one Hispanic paraprofessional assigned to those programs. There are no Cape Verdean shop paraprofessionals while there are 66 Cape Verdean students in shops. Larger numbers of bilingual and limited English proficient students continue to be enrolled in programs where there are bilingual instructors.

The Bilingual paraprofessionals primarily assist with the reinforcement of instructional materials and in contacting parents. Additional paraprofessionals are needed, and the services of the six existing ones should be coordinated to provide assistance, as needed by each language group and in each program area, including shops.

The Special Needs Assessment Program model should be considered for bilingual students. This one year transitional model has been very effective for special needs students.

STUDENT SURVEY RESPONSES

Ninety-three (93) students, most of whom were randomly selected, completed a survey questionnaire which was designed to provide student feedback on new and previously identified problems. The sample included 25 freshmen, 21 sophomores, 17 juniors and 30 seniors. Freshmen and seniors comprised a larger percentage of the sample than did sophomores or juniors. (See attachment B for student questionnaire).

In general, most students (81%) were enrolled in their first program choice. A smaller percentage of the freshmen (72%) received their first program choice.

The majority of students (91%) surveyed who had participated in an exploratory experience (8th and/or 9th grade) found it to be interesting and helpful in making final program selections.

All of the students felt that safety was taught in their programs but some did not agree that fire drills were held regularly.

Twenty percent of the freshmen, 50% of the sophomores, 65% of the juniors and 53% of the seniors were employed part-time for an average of 24 hours/week. Only 12% of the employed students surveyed were working in related fields. (3 freshmen, 1 sophomore, 1 junior and none of the seniors) However, 63% of all employed and unemployed seniors have been enrolled for four full years at the school and should therefore be eligible for related employment.

Eighty percent of the sophomores had seen guidance counselors and were aware of the school's job placement services.

While 88% of the juniors had seen vocational counselors this school year and felt that counselors were available, only 64% felt that job placement services were available.

Ninety percent of the seniors had seen vocational counselors and felt they were available compared to 97% who were aware of job placement services.

Fifty percent of the juniors and 73% of the seniors had received information on resume writing and job interviews, while 52% of the juniors and only 26% of the seniors had received information on discrimination, sexual harrassment and worker rights in the job. Thirty nine percent of the sophomores had received information on discrimination, sexual harrassment and worker rights and 43% had received information on resume writing and job interviews. Those students who had received this information identified teachers, parents and job supervisors as the persons who provided the information.

Limited availability of academic classes (English, biology, physics, chemistry, geometry, algebra II, trigonometry and foreign languages) was indicated as a problem by all grade levels of students. (12% of freshmen, 50% of sophomores, 17% juniors, and 33% seniors).

For example, a carpentry senior was unable to enroll in a physics class and a nursing senior could not receive chemistry instruction prior to graduation.

English classes were identified by all grade levels as the course that was most often overcrowded. The Food Service program was reported as overcrowded by 10% of the seniors.

These problems must be examined especially in light of the new promotional policy and its implications for academic requirements or the lack thereof.

Most of the students surveyed indicated that they planned to remain at the school until graduation. Freshmen's responses were more explicit. Many of the juniors and seniors did not respond to this question. Students (primarily sophomores) who did not plan to stay, cited the unavailability of academic classes or their misinterpretation of the week on/week off system and the quality of academic instruction as reasons for not remaining until graduation.

Only 50% of the seniors were familiar with vocational student organizations. The remaining 50%, who were unfamiliar, were enrolled in the Construction and Metal Fabrication clusters. Most juniors (89%) were familiar with vocational student organizations. The remaining (11%) were enrolled in the construction cluster. Only 50% of the freshmen and 43% of the sophomores were aware of student organizations. Thirty eight percent of the sophomores who were not aware were enrolled in the Metal Fabrication or Construction cluster.

When students were asked if they felt that instruction was adequate, the responses were as follows: Fifty eight percent (58%) of the juniors indicated a "yes" response while 35% of the juniors said "no" and indicated that academic instruction and instruction in the electrical programs were inadequate. Eighty six percent (86%) of the seniors said "yes," instruction was adequate while 10% said "no" but did not indicate the program area. Most students indicated that teachers provided extra help, if needed.

Student responses to school climate issues varied. When freshmen were asked if students showed respect for teachers and vice versa, most indicated a favorable response with the exception of 28% who indicated that students did not show respect for teachers. Twenty three percent (23%) of the sophomores gave the same response compared to 30% of the seniors and 17% of the juniors. Less than 10% of all of the respondents indicated that teachers did not show respect for students. Fifteen percent responded to this question by saying "sometimes."

When students were asked if there was evidence of prejudice, discrimination or sex stereotyping in academic, shop classes, or the school in general, 16% of the freshmen, 14% of the sophomores, 18% of the juniors, and 20% of the seniors said "yes." Academic classes were cited more often than shop classes as having these problems.

When asked if things had gotten better or worse at the school, student responses were as follows:

	Better	Worse	Indifferent
Sophomores	50%	19%	31%
Juniors	64%	10%	26%
Seniors	50%	20%	30%

Some of the things that students liked most about the school were: "programs, teachers, week on/week off*, largeness of the school, clean school, different shops, counselors and teachers caring a lot about students."

Some of the things that students disliked about the school were: "rudeness of some students and teachers, fights, roaming students, week on/week off*, not enough books, confusion because of changes, school police harrassment, need more jobs, students don't assemble enough, not enough Black History."

* Some Construction cluster students liked the week on/week off schedule while some Foods Service students and Electronics students did not like the new schedule.

CLUSTER SUMMARIES

HEALTH/CHILD CARE CLUSTER

Medical Assisting - 19 students
Nursing Assisting - 18 students
Dental Assisting - 12 students
Child Care - 62 students

Health Programs Medical, Nursing, Dental

All of the programs in this cluster were in compliance last year. Competency Based Vocational Education curriculum continues to be in place and accurate records are maintained by instructors in all of the programs. Learning guides are used and all of the programs maintain high standards of professionalism. Student attendance and progress are adequately kept and monitored. Role models and guest speakers from schools and hospitals in the area have made presentations to students this year. Non-traditional speakers (i.e., a male nurse) visited the health programs and five non-traditional students are enrolled. Field trips, internships and clinical experiences continue to be incorporated. Instructional resources were purchased through a Perkins Grant this year. Additional dental instruments are needed for the dental program and additional equipment is needed for the nursing program.

Child Care

The Child Care Program, which has one of the highest enrollments, continues to operate with high standards and expectations of students. The program meets Office for Children guidelines and provides a strong learning foundation for students planning to enter the child care field. Curriculum and methods of instruction are appropriate and the facility meets modern occupational standards.

Cluster Summary

The cluster administrator has taken a leadership role in recruiting new members for, and monitoring participation of the advisory committees for the programs in this cluster. Individual contact is made with members to follow up on attendance and to solicit input on program related matters. A member survey was conducted to increase participation.

Through the leadership of the cluster administrator a good relationship exists between and among all staff in the cluster. Coordination with the assessment center and academic computer lab has taken place to ensure that assessment, academic support and follow up of students is adequately provided. The programs are working very smoothly. Given the local labor market for the health services program areas, enrollment should be much higher in these programs.

BUSINESS CLUSTER

Computer Programming - 81 students enrolled
Medical Secretary - 35 students enrolled

Computer Programming

The Computer Programming Program was in compliance last year with a reported enrollment of 50 students. Enrollments increased this year with the addition of 30 new 9th graders. Equipment upgrading has taken place, as previously recommended. Related instruction is adequately provided and the related material is logical and sequential. Teacher prepared worksheets are used in lieu of curriculum learning guides. The output data serves as the performance test. Instruction is sequential within specific duties but otherwise appears random. Students move from one instructor to another. Text books and workbooks still need to be updated. The lab area is a large open space without partitions to separate classes. Attendance data are maintained and student progress is reported on the competency reporting sheet. Desk access for wheel chair students has been provided.

Medical Secretary

The medical secretary program was also in compliance last year with a reported enrollment of 32 students, 3 of whom were males (1 senior and 2 juniors). This year's enrollment, which is reported as 35, includes three new males. The two juniors who were enrolled last year are no longer listed as enrolled. The eight foot wall that was installed to create a corridor through the program area continues to be a source of noise/distractions and, at times, a safety hazard. Individualized instruction is provided in this program and the task list was recently updated. Students move sequentially through the various tasks and are very aware of the teacher's expectations, through pre-stated standards. Teacher-prepared outlines and textbook-referenced assignments are used. Competency reports are also used in this program.

Cluster Summary

While some problems did exist in this cluster, both programs were in compliance last year. The cluster administrator has taken a leadership role in facilitating the continued involvement of advisory committees for both programs. The committee for the computer program assisted students in job preparation and speech activities for the Business Professionals of America competition. The medical secretary advisory committee is very active in working with students and staff.

The cluster administrator worked closely with the vocational assessment center to ensure the effective delivery of assessment and follow up services for students in the cluster. Student attendance and progress are monitored and a system for the implementation and evaluation of curriculum and instruction is in place.

GRAPHIC CLUSTER

Graphic and Printing Communication - 56 students enrolled
Commercial Art - 15 students enrolled
Radio and TV Production and Broadcasting - 42 students enrolled

Graphic and Printing Communication

The Graphic and Printing Communication Program was on probationary status last year. The composition and lack of participation by the program advisory committee were previously problematic. There are currently 12 members on the committee, seven of whom attended the November 1989 meeting. Minutes reflect membership participation and are being appropriately kept. Additional computers have been purchased for the program and existing equipment is operational. Instruction is individualized and student folders reflect samples of each job completed. Tasks are sequentially taught and student progress is monitored. Increased efforts should be made to place the two students eligible for cooperative placement in related work.

Commercial Art

The Commercial Art Program was in compliance last year although curriculum updating through the inclusion of air brush computer graphics and desktop publishing was recommended. Increased efforts were also needed to place students in cooperative employment, as well as in related fields upon graduation. An excellent system continues to be in place for teaching and measuring student progress. The task lists for this program have been updated.

This school year, desk top publishing was introduced but in a limited manner. More curriculum resources such as paste-up project kits for each student need to be provided to expand this aspect of the program. The program should interface with the printing shop for stat camera work, as previously recommended. The curriculum should be expanded to include photography skills since the photography equipment and teacher are available. (The photography program was closed at the beginning of this school year). A grant is being written to acquire the additional hardware and software to fully update the program in computer graphics and desk top publishing, as previously recommended.

There were no new 9th graders assigned to the program this year and the reasons for this were unclear. Given the expertise and dedication of the program's staff, ninth graders should be enrolled and the program should be expanded. Increased efforts must be made to place students in cooperative employment as well as in related fields upon graduation.

Radio and TV Production

The Radio and TV Production Program was on probationary status last year primarily due to facility problems and needed equipment repairs. Roof leaks contributed to facility problems and the studio was in need of air conditioning. Recording equipment also needed repair.

The roof leaks continue to be a problem, because the entire roof needs to be repaired or replaced. The Boston Public Schools' facilities department has not indicated when or if these costly repairs will be made. Consideration has been given to installing air conditioning in the studio, but installation is not scheduled for this year or the next school year. Approval has been obtained to have equipment repaired by appropriate authorized companies. Grants are being written to acquire updated equipment, as recommended by advisory committee members. The task lists have been updated, and students learn all aspects of TV production. The program appears to be very progressive and the instructors demonstrated competence and enthusiasm. The program is now supervised by the Health/Child Care cluster administrator. While this move may have afforded some administrative expedience, it does not make programmatic sense. Efforts must be made to place students in cooperative employment and related fields upon graduation.

Cluster Summary

The Graphics Cluster Administrator is also the Assistant Headmaster of operations, and therefore, has a dual role. With the closing of the photography program, the merging of commercial art with illustration advertising and the change in supervision of the Radio and TV production program, only two programs remain in this cluster: Graphic Arts and Commercial Art. It appears that the graphics cluster is gradually being dismantled when these programs are in high demand and provide nontraditional opportunities for females. Direction and support should be provided to expand the relationship of the two existing programs and to reestablish a linkage with the Radio and TV Production Program.

COMMERCIAL MALL CLUSTER

General Marketing - 20 students enrolled
Cosmetology - 79 students enrolled
Financial Services Marketing - 37 students enrolled
Food Production, Management and Services - 100 students enrolled
Hotel/Motel Management - 20 students enrolled

General Marketing

The General Marketing Program was on probationary status last year, primarily due to problems relative to the lack of full curriculum implementation and advisory committee participation. Follow up site visits of employed students, time cards and work records needed to be better documented.

The task list for the program has been updated and performance standards have been improved. The retailing curriculum and lesson plans were available. The instructor supervises student training at all times and maintains records. The program continues to be actively involved in DECA (Distributive Education Clubs of America) and three students won awards in the regional competition. Fire extinguishers which were previously not available are now properly located in the program. The alarm system for the school store, which did not work, has been taken out. An industrial vacuum is needed in this program. More store inventory is also needed and the hours that the store is open must be expanded. Given the local labor market demand for this program area, enrollment should be much higher than twenty students.

There are five members, including a parent and student, identified as members of the program advisory committee. However, only one member attended the past two meetings (November 7, 1989 and March 14, 1990).

Cosmetology

The Cosmetology Program was in compliance last year but needed program resources such as supplies and equipment. The facility needed blinds for both safety and privacy purposes and the expansion of the curriculum to include aesthetics was recommended.

Some program resources have been obtained. However, an outside telephone line to contact customers and blinds for all of the windows have not been installed. An extremely large number of students, including 9th graders under age 16 who are restricted to certain activities because of state licensure regulations, has been assigned to this program. The State Licensing Board requires two instructors for every 25 students. The current enrollment of 79 students exceeds this requirement. Therefore, an additional instructor must be hired. Given the large percentage of Hispanic students in this program, all efforts should be made to recruit a Hispanic instructor. Styling chairs, aesthetics equipment and supplies are still needed.

The circuit breakers have been checked for safety but adequate heat is still a problem in the clinic area. A fireproof cabinet for student records is also still needed, as documentation of student hours must always be maintained for State licensing purposes.

Financial Services/Marketing

The Financial Services/Marketing (Banking) Program was on probationary status last year primarily due to safety problems and equipment repairs and purchases needed.

All equipment in the program is operational. A proof encoder, computer equipment and calculators have been purchased for this program as recommended. The loose wiring on the floor has been repaired but the garage-type door still remains. As previously recommended, windows and a door would create a more appropriate entrance.

A "real" bank has not been established at the school, but students have received orientation on "real" bank operations through field trips. Boston Bank of Commerce has expressed an interest in opening a school bank at Madison Park. The instructor and cluster administrator plan to continue their efforts, which have been extensive, to implement this recommendation.

The advisory committee continues to be very actively involved. This year, a student from this program won the schoolwide award as the Outstanding Vocational Technical Education Student and represented the school at the statewide awards ceremony.

The instructor maintains high expectations of students. Individualized instruction is provided and learning guides are student centered. An excellent task list for related instruction has also been developed.

Food Production, Management and Service

The Food Production Management and Service Program was on probationary status last year primarily due to facility safety problems. Updated equipment was needed and increased efforts to place students in cooperative employment was also needed.

The enrollment in this program has increased from 66 students to 100 students (54 new freshmen) this school year.

Facility problems have been corrected and sanitation and safety standards in this program have improved. Fire blankets, extinguishers, and other safety precautions have been instituted. Students wear aprons and hair nets. The ventilation problem in the bake shop is still undergoing repairs. Additional curriculum resources have been provided as recommended to the program and Competency Based Vocational Education curriculum is in place. Additional equipment has also been purchased for this program. The students use the academic computer lab on a regular basis to reinforce related skills instruction.

The four students eligible for cooperative employment this year have been placed in part-time related jobs.

Hotel/Motel Management

A number of problems were previously identified in this program last year which contributed to probationary status. The composition and activity of the program advisory committee needed to be expanded. The course of study, methods of instruction, equipment and facility were also problematic. Students were not placed in cooperative employment.

The program enrollment has increased from 9 to 20 students. Efforts to increase participation of advisory committee members and particularly of those in the hotel industry are being made and should continue. A parent member has been identified. Computerized equipment was purchased this year through a Perkins grant and a commitment from a local hotel to donate furniture was obtained.

Instruction is sequential and students have complete projects from which to learn. With the addition of the newly purchased front office equipment, instruction and learning in this program have improved significantly.

Students are not working in cooperative employment. However, some students are working in hotel internships.

Cluster Summary

This cluster has made significant efforts to correct previously identified problems. The cluster administrator is active in soliciting outside program resources through local banks and hotels and is very involved in ensuring program advisory committee participation.

Some programs in this cluster are using the new academic computer lab on a regular basis to reinforce related skills instruction.

AUTOMOTIVE/METAL FABRICATION CLUSTER

Small Engine Repair - 21 students enrolled
Automotive Mechanics - 123 students enrolled
Automotive Body Repair - 60 students enrolled
Machine Tool/Machine Shop - 13 students enrolled
Sheet Metal - 22 students enrolled
Welding - 18 students enrolled

Small Engine Repair

The Small Engine Repair Program was placed on probationary status last year because of problems in the areas of curriculum, facility maintenance, safety and equipment.

These problems were corrected this year. Loose electrical wires and lighting were corrected and a new air regulator has been installed. Previous safety violations have also been corrected. The Right to Know Law is posted and included in the curriculum. The tools and parts crib is separate and the lock on the fuel cabinet has been repaired.

Task lists and service manuals have been updated and learning guides are appropriately used. Performance standards have also improved. Two machines in the shop which were not previously used are now being utilized. Customer liability worksheets are also now being used, as recommended.

Automotive Mechanics

The automotive mechanics program had numerous areas which were problematic and contributed to the program's probationary status. The shop was cluttered, unsafe, extremely dirty, and some equipment did not meet safety or occupational standards. Related instruction was incorporated into shop time. The course of study needed to be updated and coordinated. Curriculum implementation among the seven shop teachers was needed.

Significant improvements were made in this program since last year. Fire extinguishers, safety blankets and eye wash stations are in place. Students are wearing safety glasses but they are not wearing the appropriate type of shoes. (Students are still wearing sneakers.) Fire exits are marked and accessible. However, safety instructions and the Right to Know Laws are not posted. Chemicals are secured in steel cabinets with access to fume removal. The entire shop has been cleaned, broken equipment has been repaired and unused equipment has been removed.

Some curriculum revision has taken place, such as the deletion of outdated tasks. Related instruction, which is no longer incorporated into shop time, should be implemented sequentially with better use of books and other curriculum resources. Curriculum coordination is still needed. Full implementation of an updated Competency Based Vocational Education curriculum is also needed. Use of uniforms or lab coats would also be appropriate. Improved student accountability is greatly needed in this program.

Seven instructors have taken and passed the Automotive Service Excellence (ASE) certification tests. Completion of the National Automotive Technicians Education Foundation, Inc. (NATEF) certification examination is on hold.

Automotive Body Repair

The automotive body repair program was placed on probationary status last year due to equipment and facility problems. The lack of an active advisory committee and documented minutes were also problematic.

An air filter system and new frame-straightener machine were installed in the program this year, as recommended. Flammables are stored in metal cabinets and ground faults are in proper working order. Lighting has been corrected in the program but the heating system has not been corrected. The shop is still extremely cold in cold weather months. Right to Know Laws are posted and other safety improvements have been made, with the exception of students still occasionally wearing sneakers. A downdraft spray booth is still needed for safety purposes and for state-of-the-art instruction.

Curriculum resources have been provided, as recommended. The curriculum has been updated and progress record charts are maintained. A variety of teaching methodologies are used to reinforce instruction. Increased efforts to place students eligible for cooperative employment are needed.

Machine Tool/Machine Shop

The Machine Tool/Machine Shop Program was on probationary status last year. Documentation of advisory committee participation was unavailable and the implementation of an updated curriculum was not evident. Not all equipment in the program was wired. The shared use of the equipment by Boston Technical High students decreased the amount of time on task for vocational students.

This year significant improvements in previously identified problem areas were observed and/or documented. The program advisory committee met and minutes were appropriately documented. Membership, which is limited to four non-school participants, should be increased. All equipment has been properly wired. Boston Technical students no longer use the equipment. The instructor should be trained on the operation of the numerical control lathe and these skills should be taught to students. Related text books have been updated and audio visual equipment and supplies have been purchased, as recommended. Task lists and learning guides, which are student centered, are used. Improvements in performance standards were not documented.

Sheet Metal

The Sheet Metal program was on probationary status last year. There was no evidence that a program advisory committee was in place. Improved lighting and ventilation were also needed.

Enrollment in this program increased from six students last year to fourteen students this year, and includes one female, non-traditional student. Evidence of advisory committee participation, although limited, was documented. Efforts to increase participation should be ongoing. The shop and related classrooms are still too hot for effective learning. Proper ventilation is still needed in both areas. Lighting has been somewhat improved and is adequate. Curriculum updating is ongoing and has been expanded to include pattern drafting.

Welding

The Welding Program was placed on probationary status last year due to an inactive advisory committee and some safety, curriculum and facility problems.

Five members comprise the program advisory committee, which played an active role in updating the program task list this year and in providing suggestions to improve teaching and learning.

Safety instruction is now reinforced and ongoing throughout the year, as needed. The gas welding stations have not been removed, as recommended and as planned. They continue to create a blind spot blocking the instructor's view of students. The storage area is in the process of being reorganized and steel, which was previously needed, has been supplied. Complete projects have been included along with repetitive tasks as recommended.

Cluster Summary

All of the programs in this cluster were previously placed on probationary status. While noted improvements have been made in most programs by instructors, ongoing efforts to ensure advisory committee participation and full CBVE curriculum implementation across all programs are still needed.

The cluster administrator should follow up on program advisory committee members' input and recommendations, particularly with regard to related instruction and equipment repairs and maintenance. Related instruction which was previously provided during shop time in some programs is now provided during the academic week. The content and methodology of related instruction should be reviewed and appropriately coordinated to student needs and to the sequence of the core CBVE curriculum. More cluster use of the academic computer lab, particularly for Machine Shop Students, should be provided to reinforce computerized numerical control, as recommended by the program's advisory committee at its January, 1990 meeting. The Machine Shop program should also be linked to the Machine Drafting program to include blueprint reading skills. Stronger efforts to recruit and retain non-traditional students in this cluster are also needed. The film "Sarah the Welder" that was shown to welding students should also be shown to 8th and 9th grade exploratory students.

Equipment maintenance for all programs and the completion of the NATEF certification process should be cluster priorities.

CONSTRUCTION CLUSTER

Electronic Technology - 41 students enrolled
Building and Property Maintenance - 14 students enrolled
Drafting - 9 students enrolled
Electrical - 47 students enrolled
Heating, Ventilation, Air Conditioning - 8 students enrolled
Carpentry - 50 students enrolled
Plumbing and Pipefitting - 24 students enrolled
Upholstery (program closed 9/89)

All of the programs in this cluster were in non-compliance last year. A myriad of safety problems existed. Program advisory committees were not in place for most programs. An updated curriculum and sequential method of teaching were not observed across program areas. There were no students placed in cooperative employment with the exception of 3 carpentry students. Actual enrollments and reported enrollments were not accurate and there were equity concerns with regard to negative perceptions and limited expectations of students. Students were not receiving 50% shop time instruction as required. There were leadership and management problems within the cluster. Vandalism was also a problem.

Electronic Technology

An advisory committee is in place for the electronics program with documented minutes. However, more members should be added. Most facility and safety problems have been corrected. Wall partitions and doors were installed to separate classrooms and eliminate disruptions and noise. An eyewash wall station should be installed in the fabrication shop in case of soldering splashing in eyes and fire exit maps should be posted.

Textbooks have been updated but reference texts are still outdated. The task list is current but not all of the tasks listed are taught. Only basic electronics instruction is provided. Computer electronics and communications electronics are not covered. Students entering the program at grades 11 and 12, and a staff of only two instructors make it impossible to instruct a full curriculum. Competency Based Vocational Education curriculum is being implemented and some learning guides are used. While the program has a fairly large enrollment, none of the students are working in cooperative employment.

Building and Property Maintenance

An advisory committee is in place but improved participation of members is needed and minutes should be more detailed.

Most previously identified safety violations have been corrected such as the installation of fire extinguishers and safety blankets. Safety instruction is covered in the curriculum; however, flammables are stored in an open cabinet and students are not wearing work shoes.

Curriculum updating is underway and performance standards are being established. Some learning guides are being used.

Drafting

An advisory committee is in place with a limited membership. The few members who have been active have been instrumental in exposing students through field trips to off campus sites. The two seniors eligible for cooperative employment have been placed.

The enrollment in this program is still limited (9 students) and all efforts should be made to recruit additional students.

Previously identified safety needs have been met. A telephone which was needed is accessible and backup lights are in working order.

The task list has been updated; however, architectural and electrical drafting and CAD (computer assisted drafting) should be incorporated into the curriculum as recommended by advisory committee members.

Electrical

An advisory committee is in place but participation by non-school members has not been good. Efforts to improve participation and expand membership are needed. Minutes of meetings should be more detailed.

Overall safety in the electrical program has improved. Uniforms and hard hats are being worn but students are not wearing appropriate work shoes. Previous facility problems were corrected. Additional work booths were constructed.

Many curriculum changes have been implemented since the week on/week off schedule was instituted, including related code instruction and updating of task lists and learning guides. Student attendance should be followed more closely and performance standards should be established. Industrial wiring has not been included in the curriculum, as previously recommended. Related instruction should include other related theory in addition to code instruction. While this program has a large enrollment, none of the juniors or seniors are working in cooperative employment.

Heating, Ventilation and Air Conditioning

The advisory committee is in place and the minutes are well documented. Enrollment is still very low (8 students) and more efforts are needed to increase student interest in this program area. The suggestion to reduce the name of the program to air conditioning and heating was a good idea from an advisory committee member.

Previously identified safety problems have been corrected. Fire extinguishers, fire blankets and a panic button have been installed. Existing heating equipment was repaired and new equipment was installed. Vandalism is still a problem in this open space.

Task lists have been updated and Competency Based Vocational Education curriculum is in place to some degree. Students in this program previously participated in VICA (Vocational Industrial Clubs of America). Program coverage was unavailable to the instructor to prepare and test students for the VICA competition this year

Carpentry

An advisory committee is in place and minutes are documented. Two new carpentry instructors, only one of whom is vocationally approved, were hired this year to replace the previous instructors who retired. If accurately reported, student enrollment decreased from 78 students last year to 50 students this year. No new 9th graders are reported as enrolled. Three students are employed in cooperative jobs.

Most safety problems have been addressed. A water type fire extinguisher was available but a dry chemical extinguisher is still needed. While safety instruction is included in the curriculum, a safety test should be given to all students. Maintenance of equipment has improved and lights and light switches have been repaired. The intercom system still needs repair and instructors need better access to telephones.

Competency Based Vocational Education curriculum is not in place, and implementing sequential instruction is difficult because of the many grade levels in one shop. An updated task list was available for the carpentry shop but a related curriculum was not available. Performance standards have not been developed and learning guides are not used in the shop area. The instructors are providing instruction utilizing existing curriculum to their best ability, without having received the necessary training or support for the implementation of Competency Based Vocational Education curriculum, as recommended.

Plumbing

Six members of the advisory committee were identified but participation is limited.

The fire exit door has been cleared and ceiling lights have been repaired, as recommended.

Task lists were reviewed and updated by the Program Advisory Committee. Learning guides have not been updated and are not often used. Performance tests are not student-centered. More work on pvc piping should be required of students and the sequence of instruction should allow for trouble shooting skills to be learned earlier in the program. A simplified process should be used to measure student progress. Related instruction should be directly correlated with a core Competency Based Vocational Education curriculum.

One student is working in cooperative employment.

Cluster Summary

With regard to improved safety and cleanliness of the facility, the construction cluster has made significant improvements. The installation of additional booths in the electrical program and partitions and doors in the electronic program have impacted the ability of those programs to improve instruction. Most of the instructors in the cluster are trying to make the week on/week off system work. The Electronic Technology Program, which was formally part of the Metal Fabrication Cluster, and which was in non-compliance status last year, was moved to the Construction Cluster this year.

Reported enrollments on the annual monitoring instruments were inaccurate for most programs in this cluster. In some cases, no 9th graders are reported as enrolled. In other instances, the actual enrollment is higher or lower than the reported enrollment. The system for reporting daily attendance needs improvement. The 50% shop time requirement is being met this year, but not all of the students are receiving related instruction.

Evidence to indicate that direction and support was provided to teachers in this cluster to promote equity was not observed or documented. Signs and posters placed in the cluster depicting nontraditional students or workers are not sufficient to address the equity needs of the cluster. Non-traditional enrollments have not increased and retention is still a problem in this cluster.

The budget process continues to exclude instructional staff. Some instructors have direct access to needed supplies and materials while others do not.

New teachers in the cluster did not receive direction or support to implement curriculum. Much of the existing curriculum and learning guides need updating, including related instruction. Some students receive related instruction while others do not. Most learning guides were written several years ago and have not been updated. While instructors presented copies of curriculum to evaluators, evidence of its use in all programs was not provided. Students folders and progress charts did not reflect sequential or completed tasks representative of the students duration in the programs. In some programs (carpentry, plumbing), related instructors do not have a core Competency Based Vocational Education curriculum to appropriately correlate instruction. In-school resources, such as the academic computer lab should be utilized by this cluster to provide academic and related curriculum support to students. Nontraditional enrollments and cooperative placements have not increased. More coordinated efforts are needed to place students in cooperative employment and related jobs upon graduation.

WEST ROXBURY HIGH AGRIBUSINESS PROGRAM

Horticulture - 59 students enrolled
Renewable Natural Resources - 72 students enrolled

Both of these programs, which together form the Agribusiness Program, were in compliance last year. Students complete practical, hands-on projects and were actively involved in Future Farmers of America (FFA) and local externships. Van transportation to transport students to off-campus projects and outdoor space for safe storage of gas was needed.

Both programs continue to be in compliance and enrollments have increased. The Horticulture Program, which had an enrollment of 52 students last year, has 59 students enrolled this year. The Renewable Natural Resources Program, which had an enrollment of 49 students last year has 72 students enrolled this year.

The new citywide assignment plan, which will be implemented next school year (90/91) no longer designates the Agribusiness program as a citywide magnet program. No new 9th graders are being assigned to this program, therefore, recruitment of new students will be limited to incoming 9th graders assigned to the school and not citywide applicants. The program is not described in the student assignment information booklet. If the program continues to operate under the Chapter 74 vocational technical guidelines next year, enrollment will be monitored through the admissions update process.

Outside storage facilities for gas and transportation for off campus projects and internships are still needed. The greenhouse needs to be exterminated. The program continues its affiliation with the Arnold Arboretum, Jamaica Pond Project, New England Spring Flower Show, Mass Horticultural Society, Franklin Park Zoo and Greenhouses and Roxbury Community College.

Program advisory committees are in place with the appropriate composition. However, program chairpersons should attend the general advisory committee meetings. A four year follow-up plan for graduates was instituted this year. More efforts should be made to place students in cooperative employment and related employment upon graduation.

DORCHESTER HIGH DISTRIBUTIVE EDUCATION PROGRAM

20 students enrolled

The Distributive Education Program was on probationary status because evidence of an updated curriculum and sequential method of instruction was not in place. Placement of graduates in related employment was also problematic.

The program continues to enroll seniors only and could be expanded to include juniors. Twenty (20) seniors are enrolled this year compared to eleven (11) seniors last year. The curriculum task list has been updated and new textbooks were purchased, as recommended. Learning guides are used in a limited fashion.

The Private Industry Council continues to help with placements. Eighteen of the twenty seniors enrolled are currently employed.

The advisory committee continues to be active. The program chairperson should attend the general advisory committee meetings.

CONCLUSION

The primary noticeable improvement this year across programs but more specifically in those programs which were adjudged as in non-compliance or problematic last year was in the areas of safety and cleanliness. Staff training in curriculum implementation, bilingual and special education needs and processes, and equity issues was not provided, although it is crucial to successful programs.

Programs such as Cosmetology and Commercial Art, which were listed as in compliance but which still were identified as needing curriculum resources and/or facility improvements, were not given adequate attention.

The imposed changes that took place at the beginning of the school year created additional problems and required an extensive amount of time and attention by the administration and faculty. Some efforts were made to improve coordination between academic and vocational programs, but much work remains to be done in this area. Academic teachers should be using applied learning techniques. Due to continuous unplanned changes, some instructors who in past years were enthusiastic and conscientious have become complacent in their teaching style and in their expectations of students.

The institution of related instruction this year was a challenge for cluster administrators and teachers. Some met the challenge well, developed related task lists, and correlated the related instruction with the core curriculum. Programs which lacked an updated core curriculum and/or a sequential method of instruction had difficulty meeting this challenge.

Full curriculum implementation is still a major problem in most programs and particularly in the Construction Cluster. A grant has been developed for next school year to address these curriculum issues. Evaluation of curriculum implementation in each program must become a major priority for the school.

The recruitment of bilingual students and provision of integrated services have not received adequate attention. The coordination of all services for bilingual students and the institution of a transitional model are critical to the success of bilingual and limited English proficient students who choose to enroll in vocational technical programs.

An organizational structure must be put in place that takes into account the diversity of the student population, the location of the facility and community needs, the strengths and weaknesses of the staff, and the possibilities for quality and excellence that currently exist. When such a structure exists and is operating, the need for aggressive recruitment and public awareness will not be as great.

The image of vocational technical education in Boston can be improved through the institution of the new promotional policy which now gives credit for vocational technical programs. However, the content of related instruction and limited availability of academic offerings must be reviewed and corrective action must be taken. Staff must be held accountable for teaching effectively but must also be given resources, direction and support, as needed. The leadership ability of those who are effective in their interactions with students and staff must be recognized.

Given the program and schedule changes that are taking place at Madison Park High School, and the needs of the staff and students, the restructuring model and school based management models would be appropriate for implementation in the very near future. An opportunity for team work exists within each vocational cluster. Through staff development and curriculum development, new teaching approaches and student performance standards can be implemented. Timelines for implementing these changes and methods for evaluating student progress must also be identified. Eleven years have passed since the opening of the facility. The vocational technical education system cannot afford to delay the implementation of such obvious solutions.

BOSTON
VOCATIONAL-TECHNICAL PROGRAM
ENROLLMENTS (1/5/90)

PROGRAM	9TH GRADE	10TH & 11TH	12TH	NON-TRAD.	PROGRAM/ CLUSTER TOTAL
Plumbing	3	11	7	1	21
HVAC	*0	5	3		8
Drafting	*0	6	3		9
Bldg. Maintenance	2	7	4		13
Carpentry	*0	31	18		49
Electrical	1	32	14	1	47
Electronics	<u>1</u>	<u>23</u>	<u>17</u>	<u>1</u>	<u>41</u>
	7	115	66	3	188
Auto Mechanics	27	75	19	1	121
Auto Body Repair	2	47	11	2	60
Machine Tool/Shop	5	7	1	3	13
Sheet Metal	6	15	1	1	22
Small Engines	11	6	4		21
Welding	<u>1</u>	<u>13</u>	<u>4</u>	<u>—</u>	<u>18</u>
	52	163	40	7	255
Renewable Natural Resources	28	29	15	N/A	72
Horticulture	21	30	8	N/A	59
General Marketing	<u>0</u>	<u>0</u>	<u>20</u>	<u>N/A</u>	<u>20</u>
	49	59	43		151
Commercial Art	*0	8	7	N/A	15
Graphic & Printing	<u>26</u>	<u>25</u>	<u>5</u>	<u>N/A</u>	<u>56</u>
	26	33	12		71
Radio & TV Production	10	21	11	N/A	42
Child Care & Guidance	38	15	9	5	62
Dental Assisting	1	10	1	4	12
Nursing Assisting	4	9	5	1	18
Medical Assisting	<u>6</u>	<u>10</u>	<u>3</u>	<u>8</u>	<u>19</u>
	59	65	29	18	153
Computer Programmer	30	33	18	N/A	81
Medical Secretary	<u>9</u>	<u>22</u>	<u>4</u>	<u>3</u>	<u>35</u>
	39	55	22	3	116
General Marketing	7	11	2	N/A	20
Hotel/Motel Management	9	9	2	N/A	20
Food Production, Mgmt.	54	27	19	N/A	100
Financial Services (Banking)	11	16	10	N/A	37
Cosmetology	<u>26</u>	<u>41</u>	<u>9</u>	<u>1</u>	<u>76</u>
	107	104	42	1	253

* No 9th graders reported.



The Commonwealth of Massachusetts

Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

STUDENT QUESTIONNAIRE

THE PURPOSE OF THIS ANONYMOUS QUESTIONNAIRE IS TO GATHER INFORMATION ON YOUR VIEWS AS STUDENTS CONCERNING THE PROGRAMS HERE AT MADISON PARK HUMPHREY CENTER. THE SCHOOL IS CURRENTLY BEING EVALUATED IN ALL PROGRAM AREAS.

YOU DO NOT NEED TO GIVE US YOUR NAME, BUT IT HELPS US TO KNOW WHICH GRADE AND VOCATIONAL PROGRAM YOU ARE IN.

1. What grade are you in? _____ Which vocational program are you in?

2. How many years have you been attending this school? _____
3. Was the vocational program that you are in now your first choice _____, second choice _____, third choice _____, or not your choice _____
4. Before enrolling in the school did you visit or explore for a week as an eighth grader? Yes _____ No _____
5. Did the exploratory experience interest you? Yes _____ No _____
If yes, why? _____
If no, why? _____
6. Why did you choose to enroll in this school or program?

7. Are you planning to stay at Madison Park until you graduate? Yes _____
No _____ If not, why not? _____
8. Are you aware of, or familiar with, student vocational clubs or organizations such as VICA, OEA (BPA) or DECA? Yes _____ No _____
Which ones? _____
9. Is safety instruction taught in your program? Yes _____ No _____
10. Are fire drills held on a regular basis? Yes _____ No _____ How many? _____
11. Are any of your classes overcrowded? Yes _____ No _____ Which ones? _____
12. Have scheduling problems prevented you from taking academic classes? Yes _____ No _____ If yes, which classes couldn't you take? _____

(Please complete other side)

13. Do you feel that your shop, academic and related teachers provide adequate instruction? Yes _____ No _____
- 13a. Are your teachers willing to give you extra help if you need it? Yes _____ No _____
- 13b. Do you think the training you are receiving will help you to get a job? Yes _____ No _____. If no, explain _____
- _____
- _____
14. Is there evidence of prejudice, discrimination or sex stereotyping in your a) shop _____, b) academic classes _____, c) the school in general _____.
15. Do you work? Yes _____ No _____. If yes, how many hours a week? _____ If yes, is your job related to the type of training you are receiving here at the school? Yes _____ No _____.
16. Have you received information regarding discrimination, sexual harrassment and worker rights on the job? Yes _____ No _____ If yes, from whom? _____
17. Have you seen a guidance counselor this year? Yes _____ No _____
18. Are counselors available to assist you? Yes _____ No _____
19. Does the school provide job placement services to students? Yes _____ No _____
20. Have you received information, counseling or training on how to prepare for an interview or write a resume? Yes _____ No _____
21. Is there a student council in the school? Yes _____ No _____
22. Do students show respect for the teachers? Yes _____ No _____
23. Do teachers show respect for the students? Yes _____ No _____
24. If you've been attending the school for more than one year, would you say things have gotten better? Yes _____ No _____. Or worse? Yes _____ No _____. Please explain. _____
- _____
25. What do you like best about the school? _____
- _____
26. Is there anything that you dislike about the school? _____
- _____

OCCUPATIONAL EDUCATION REPORT
OCTOBER 1, 1989

SYSTEM 0035 BOSTON PS
REGION 1

TABLE 25 TARGET POPULATIONS IN SECONDARY CHAPTER 74 PROGRAMS

PLEASE DO NOT REPORT A STUDENT IN MORE THAN ONE PROGRAM

CIP CODE	CIP TITLE	CHAPTER 766					DISADVANTAGED	LIMITED ENGLISH PROFICIENT
		TOTAL	502.1	502.2	502.3	502.4		
		1	2	3	4	5	6	7
010601	HORTICULTURE	6	0	5	1	0	30	
030101	RENEWABLE NATUR. RESOURCE	9	0	5	4	0	33	12
060701	HOTEL/MOTEL MANAGEMENT	0	0	0	0	0	4	0
070605	MEDICAL SECRETARIAL	3	0	2	1	0	9	5
080401	FINANCIAL SERVICES MKTG.	5	1	2	1	1	12	9
080708	GENERAL MARKETING	5	0	2	1	2	6	3
100104	RADIO/TV PRODUCTION/BROADCAST	10	1	3	2	4	13	5
110201	COMPUTER PROGRAMMING	13	1	6	4	2	18	14
120403	COSMETOLOGY	17	1	3	6	7	18	8
150303	ELECTRONIC TECHNOLOGY	7	0	3	4	0	15	15
170101	DENTAL ASSISTING	2	0	1	0	1	5	4
170402	COMMUNITY HEALTH WORK	0	0	0	0	0	0	0
170508	PHYSICIAN ASSISTING	2	0	0	1	1	7	6
170602	NURSING ASSISTING	6	0	1	2	3	10	4

TABLE 2S TARGET POPULATIONS IN SECONDARY CHAPTER 74 PROGRAMS

PLEASE DO NOT REPORT A STUDENT IN MORE THAN ONE PROGRAM

CIP CODE	CIP TITLE	CHAPTER 766					DISADVANTAGED	LIMITED ENGLISH PROFICIENT
		TOTAL	502.1	502.2	502.3	502.4		
		1	2	3	4	5	6	7
200201	CHILD CARE&GUID MSTR&SERV.	10	0	1	2	7	14	4
200401	FOOD PROD,MGMT & SERVICES	27	0	4	3	20	9	7
460201	CARPENTRY	25	0	5	7	13	15	7
460302	ELECTRICIAN	11	2	0	5	4	17	10
460401	BUILDING & PROPERTY MAINT	9	0	0	2	7	2	1
460501	PLUMBING & PIPEFITTING	6	2	2	2	0	8	6
470201	HEATING,A/C,REFRIG. MECH.	1	0	0	0	1	8	4
470603	AUTOMOTIVE BODY REPAIR	11	1	2	4	4	16	10
470604	AUTOMOTIVE MECHANICS	44	0	9	16	19	28	23
470606	SMALL ENGINE REPAIR	3	0	0	0	3	4	3
480101	DRAFTING,GENERAL	1	0	1	0	0	4	2
480201	GRAPHIC & PRINTING COMMUN	15	1	1	7	6	8	8
480203	COMMERCIAL ART	10	0	3	2	5	5	4
480204	COMMERCIAL PHOTOGRAPHY	1	0	0	1	0	3	3

OCCUPATIONAL EDUCATION REPORT
OCTOBER 1, 1989

SYSTEM 0035 BOSTON PS

(CONTINUED)

TABLE 25 TARGET POPULATIONS IN SECONDARY CHAPTER 74 PROGRAMS

PLEASE DO NOT REPORT A STUDENT IN MORE THAN ONE PROGRAM

CIP CODE	CIP TITLE	CHAPTER 766					DISADVANTAGED	LIMITED ENGLISH PROFICIENT
		TOTAL	S02.1	S02.2	S02.3	S02.4		
		1	2	3	4	5	6	7
480303	UPHOLSTERING	0	0	0	0	0	0	0
480503	MACHINE TOOL/MACHINE SHOP	1	0	0	1	0	4	1
480506	SHEET METAL	4	1	0	2	1	6	3
480508	WELDING	5	0	1	1	3	8	1
510100	CHAPTER 74 EXPLORATORY	137	16	54	59	8	289	166
999999	TOTAL	406	27	116	141	122	628	352

NOTE: COLUMN 1 MUST EQUAL THE SUM OF COLUMNS 2 THROUGH 5
A STUDENT MAY BE REPORTED IN TWO OR MORE TARGET POPULATIONS (CHAPTER 766, DISADVANTAGED AND LIMITED ENGLISH
PROFICIENT) EXCEPT THAT A CHAPTER 766 STUDENT MAY NOT BE REPORTED AS ACADEMICALLY DISADVANTAGED.

CLASS OF 1989
PROGRAM

TOTAL
SENIOR

TOTAL
PLACED

RELATE.

NON-REL

FURTHER
ED.

ATTACHMENT D

MILITARY

NOT
EMPLOYED

NO EMP.

BANKING	2	2 - 100%	2 - 100%	-	-	-	-	-
RETAILING	7	7 - 100%	4 - 57%	-	1 - 14.2%	2 - 28.4%	-	-
HOTEL	2	2 - 100%	2 - 100%	-	-	-	-	-
DENTAL ASST.	2	2 - 100%	2 - 100%	-	-	-	-	-
MED. LAB. TECH.	-	-	-	-	-	-	-	-
FASHION ILLUST.	-	-	-	-	-	-	-	-
NURSING ASST.	2	2 - 100%	2 - 100%	-	-	-	-	-
MEDICAL ASST.	13	11 - 84.6%	9 - 69.2%	1 - 7.6%	1 - 7.6%	-	1 - 7.6%	1 - 7.6%
HEALTH AIDE	-	-	-	-	-	-	-	-
CHILD CARE	2	2 - 100%	1 - 50%	-	1 - 50%	-	-	-
DATA PROCESSING	8	8 - 100%	7 - 87.5%	1 - 12.5%	-	-	-	-
T.V. PRODUCTION	10	10 - 100%	-	2 - 20%	8 - 80%	-	-	-
AIR CONDITIONING	1	1 - 100%	1 - 100%	-	-	-	-	-
AUTO BODY	7	7 - 100%	6 - 85.7%	1 - 14.3%	-	-	-	-
COMMERCIAL ART	1	1 - 100%	-	-	1 - 100%	-	-	-
PHOTOGRAPHY	3	3 - 100%	1 - 33.3%	-	2 - 66.7%	-	-	-
AUTO TRUCK REP.	19	19 - 100%	13 - 68.4%	-	5 - 26.3%	1 - 5.2%	-	-
CARPENTRY	9	8 - 88.8%	6 - 66.6%	2 - 22%	-	-	1 - 11%	-
ELECTRICITY	9	9 - 100%	7 - 78%	2 - 22%	-	-	-	-
PLUMBING	5	5 - 100%	5 - 100%	-	-	-	-	-
BLDG. MAINT.	-	-	-	-	-	-	-	-
MACHINE DRAFTING	1	1 - 100%	-	-	1 - 100%	-	-	-
ELECTRONICS	3	3 - 100%	1 - 33.3%	-	1 - 33.3%	1 - 33.3%	-	-
PRINTING	2	2 - 100%	2 - 100%	-	-	-	-	-
MACHINE	1	1 - 100%	1 - 100%	-	-	-	-	-
SHEET METAL	1	1 - 100%	1 - 100%	-	-	-	-	-
BUILDING	1	1 - 100%	1 - 100%	-	-	-	-	-
COSMETOLOGY	10	8 - 80%	1 - 10%	2 - 20%	4 - 40%	1 - 10%	1 - 10%	1 - 10%
FOODS	7	7 - 100%	3 - 42.8%	1 - 14.2%	3 - 42.8%	-	-	-
SMALL ENGINES	4	3 - 75%	2 - 50%	1 - 25%	-	-	-	1 - 25%
TOTALS	132	126	80	13	28	5	3	3

Madison Park/Humphrey Center High School
 Evaluation Dates: March 26, 27 & 28
 Evaluation Team Schedule

DATE	PROGRAM AREA	EVALUATOR	SCHOOL STAFF
3/26 - 3/27	Administration (Budget, General Advisory, Organization)	Wilfrid Savoie Blue Hills Regional	Joyce Grant, Dep. Supt. Tom Giacchetto, Director Jim Watson, Headmaster Al Shaw, Advs. Chairman
3/26 - 3/27	Bilingual Services (Bilingual Assessment)	Jane Padro Fanning Trade	Diana Jones, (Coordination) Luz Osario-Burns (Assessment) Juana Flores, Counselor Jim Watson, Headmaster
3/26 - 3/28	Special Education Services (Bldg. Maintenance Prog)	Sandra Blake Cambridge Rindge & Latin	Mary-Lou Burke, Sped Robert White, Counselor Mark Gaisford, Bldg Maintenance John Mooney, C.I.M.
3/26 - 3/28	Safety/Equipment	Don Carbone (Occ Ed) Southeast Regional Ctr.	Tom Giacchetto Joe Moscaritolo
3/26	Business Cluster (Data Proc., Med. Sec.) Jan McWilliams, Cluster Administrator	Bill Burns Greater Lowell	Mary Amsler Kenneth Chin Theresa Monaghan Charlotte McCullough
3/26	Graphics Cluster (Graphic Arts) Joseph Moscaritolo, Cluster Administrator	Paul O'Brien Everett Vocational	Frank Boyer Thomas Johnson James Hannigan
3/26	Graphics Cluster (TV Production, Commercial Design) Joseph Moscaritolo, Cluster Administrator	Surah (Eskay) Sriram Tri-County	Barbara Clancy Jonias Gonsalves (Commercial Art) Tessie Collins Phillip Worrell (TV)

DATE	PROGRAM AREA	EVALUATOR	SCHOOL STAFF
3/26	Metal Fab. Cluster (Sheet Metal, Welding, Machine Shop)	Charles Mazzola Weymouth Vocational	Dennis Dellascio (Sheet Metal) James Crudup (Welding Warren Springer Bob White (Machine Shop)
3/26	Metal Fab. Cluster (Body & Fender Small Engines)	Ken Perez Weymouth Vocational	George Lawrence Jr. Alvaro Camargo Frank Laquidara Jr. (Small Engine)
3/27	Academic Coordination (Academic's Assessment's Attendance/Coordination)	Bob Peach Montachusetts Tech.	Joyce Malyn-Smith, Coordination/Assessment Frank Santosuosso, Math/ Science Dept. Head Debra Dancy Chandler Charles Cafferty, Curriculum Diana Jones
3/27	Curriculum (Automotive, Construction)	Ray Larivee Cape Cod Regional	Al Butters Gail Wilson-Yarde Charles Sandler Stanley Burrell Desiree Green
3/27	Guidance (Vocational Assessment/Attendance Counseling)	Rosemarie Hrubi Somerville Tech. Trade	Al Butters Gail Wilson-Yarde Charles Sandler Stanley Burrell Desiree Green
3/27	Equity/Recruitment	Anne Marie McDonald (Occ Ed) Central Office	Joyce Malyn-Smith (Equity Grant) Construction Cluster Jim Watson, Headmaster (In-Service) Nick Balasalle, Recruitment
3/27	Power Mechanics	Don Mosher Old Colony	Leonard Arruda Albert Introini Leroy Pottinger

DATE	PROGRAM AREA	EVALUATOR	SCHOOL STAFF
3/27	Power Mechanics Walter McKillop, Cluster Administrator	Charles Jannone Medford Vocational	Hugo Crescenzi Joseph Glancy Charles Johnson
3/27	Construction Cluster (Carpentry, Electrical, Building Maintenance) John Acadipane, Cluster Administrator)	Ron Gallaher Blue Hills Regional	Mario Morrello, Tony Vatalaro Angel Velazquez John Oliveira John Caples Mark Gaisford
3/27	Construction Cluster (Plumbing, HVAC, Drafting) John Acadipane, Cluster Administrator	Ray Elden Shawsheen Valley	Joseph Mulligan Donald Clarke Kathleen Fratus James Bernazzani
3/27	Food Services	Kevin McNiff Keefe Regional Elizabeth McKinney Newton North H.S.	Mary Gaughan Walter Papalegis Thomas Bausley Richard Mongioni
3/27	Metal Fab. Cluster (Electronics)	James Crowley Blue Hills Regional	Ralph Hall Fernando Barrios
3/27	Commercial Mall (Cosmetology, Hotel)	Bob Cronin Somerville Technical	Virgie Moses Alice Durant John Lacey Israel Volinsky Robert Barry John Howard
3/28	(D.E., Banking)		
3/28	Job Placement Services (Placement, Follow-up)	Judy Joseph Lynn Technical	Al Butters, Asst Head Doreen Harris, Placement James Farrenkopf Placement
3/28	Health Cluster Carole Washington, Cluster Administrator	Rosemarie Hrubci Somerville Tech. Trade	Riga Winthrop Marie Firman Jacqueline McRath Carol Reid Suzanne Roche Corinne Snyder Nancy Wheaton

DATE	PROGRAM AREA	EVALUATOR	SCHOOL STAFF
3/28	Student Interviews	Michael Botelho Somerville Technical	To be Announced
3/28	Student Interviews	Dawn Folan Jude Alexandre Arnold Latimer Cambridge Rindge & Latin	To be Announced
3/29	Dorchester High Distributive Education Chris Lane, Headmaster	Therese Alston Evaluation Team (Occ Ed.) Chairperson	Robert Shea
4/29	W. Roxbury High Agribusiness Don Pelligrini, Headmaster	Therese Alston, (Occ Ed) Evaluation Team Chairperson	Ed Sprissler Ed McKenney Robert Capuano Gabriel DeBear

